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ABSTRACT

This brief booklet describes the formation of New Mexico's revised system for licensing public school teachers. The need to improve educator preparation and licensure is noted as the first priority. Volunteers representing teachers, administrators, colleges of education and arts and science, business/industry, parents, and community leaders were placed on task forces dealing with certification/reciprocity, educator preparation, continuing education and recertification, alternative certification/small schools, and professional status. The task forces subsequently suggested approximately 200 recommendations which formed the basis of a blueprint for the licensure system. Requirements were made for three different levels of licenses for teachers. The plan has now been turned over to the state board of education for approval and implementation. Appendices present proposals submitted by the task forces, a graphic depiction of the licensure system framework, a sample bachelor degree program which would meet the new requirements for licensure, and essential teaching competencies developed by the state board of education. (CB)

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CONSTRUCTING A SYSTEM FOR LICENSING EDUCATORS IN NEW MEXICO

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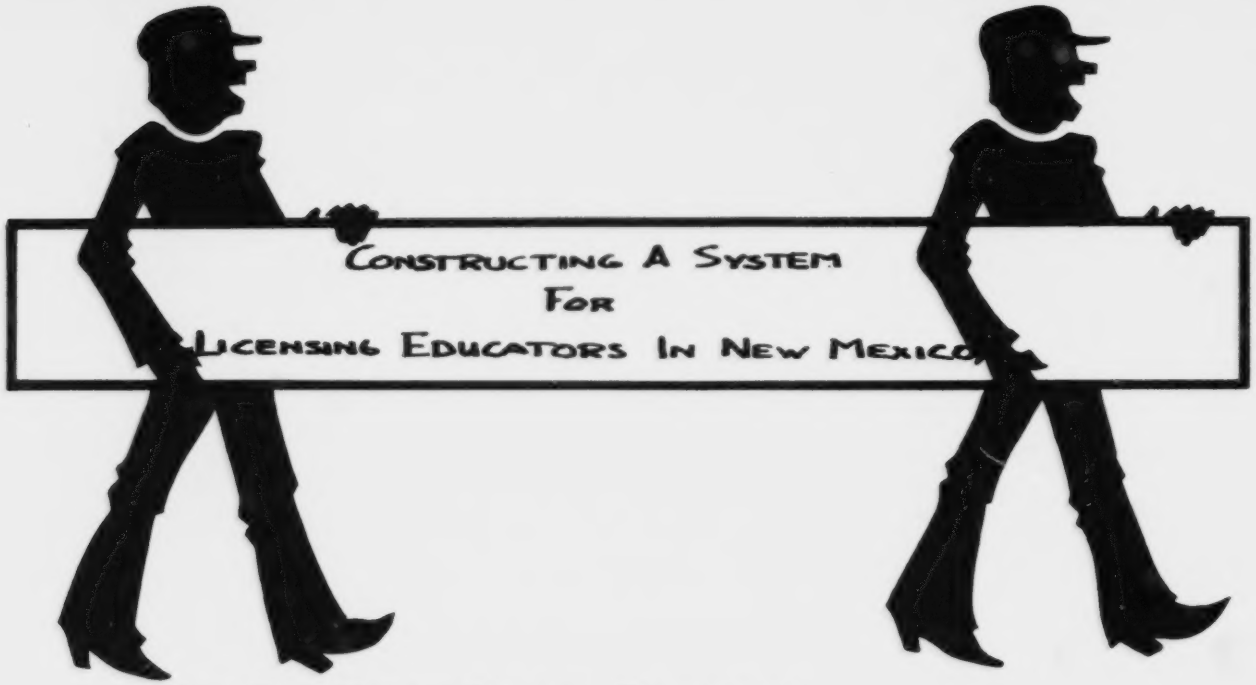

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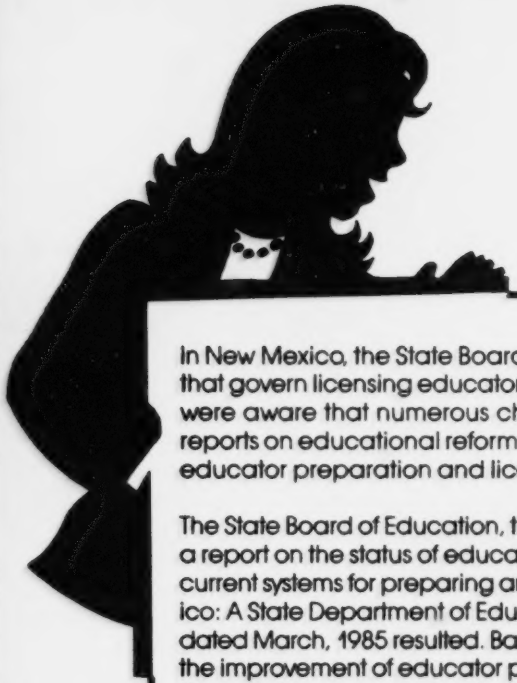


The Architects

In New Mexico, the State Board of Education has the statutory responsibility to establish the regulations that govern licensing educators. In 1984, board members and staff of the State Department of Education were aware that numerous changes to the licensure system were needed. At the same time, several reports on educational reform appeared. Two areas frequently addressed in the reform literature were educator preparation and licensure.

The State Board of Education, therefore, requested that the staff of the Department of Education prepare a report on the status of educator preparation and licensure and focus on issues that would improve the current systems for preparing and licensing educators. A report entitled, "Improving Teaching in New Mexico: A State Department of Education Report on the Condition of Teacher Preparation and Certification," dated March, 1985 resulted. Based on the report, the State Board of Education in the spring, 1985 declared the improvement of educator preparation and licensure as its first priority. They also established as a goal the building of a new structure for licensing educators. They did not want the structure remodeled; they wanted a new one.

Consultation with the Clients

The architects of the new licensure system realized the importance of planning the structure around the needs of their clients. After public discussion of "Improving Teaching in New Mexico," the board asked for volunteers to serve on task forces to address the issues. Of the over 200 volunteers, the board appointed 100 people from throughout the state—people who represented teachers, administrators, colleges of education and arts and sciences, business/industry, parents, and community leaders. The volunteers were placed on five task forces:

1. Certification/Reciprocity
2. Educator Preparation
3. Continuing Education and Recertification
4. Alternative Certification/Small Schools
5. Professional Status

With the board's mission clearly defined and the charge to each task force delineated, the task forces formulated recommendations that would become the preliminary design sketches for the project.

The Design Sketches

As the task forces proceeded with the recommendations for improving educator preparation and licensure, the board concurrently instructed members of the Professional Standards Commission, an advisory committee to the board on matters related to licensure and educator preparation, of their role in this process. The board designated the Commission as the builder of the new structure; therefore, Commission members participated with the task forces as they completed recommendations.

After three month's intense work, State Department of Education staff distributed the task forces' approximately 200 recommendations to 2,500 people in the state for reaction and comment. The State Board of Education also held public hearings on the recommendations. State Department of Education staff then assessed the degree of agreement with the recommendations and compiled the comments received. In April, 1986 the task forces presented their final design sketches to the board (see appendix A).

The Blueprint

In May, 1986 the board adopted the blueprint for the licensure system. The blueprint included a three-year plan for phasing in the recommendations of the task forces and a framework designed to guide the formation of the system (see appendix B).

The framework establishes three levels of licensure. Each stage focuses upon the entry-level requirements for educators. The system is predicated upon several assumptions: 1) that individuals with an adequate liberal arts background are better teachers; 2) that preparation of educators should focus upon the attainment of defined competencies rather than upon a list of university course titles; 3) that elementary teachers should have better preparation in content; 4) that secondary teachers could profit from more in-depth preparation in pedagogical skills; 5) that learning does not end after the bachelor's degree, and that, in fact professional development is a continuous process throughout one's career; 6) that all educators within the system should be placed on a professional development plan, and; 7) that educators have a responsibility to improve their knowledge and skills throughout their careers, and the opportunities for improvement should include a number of options for learning and training.

Requirements

Requirements for receipt of a Level 1 license include a bachelor's degree from an accredited college or university and the completion of the following:

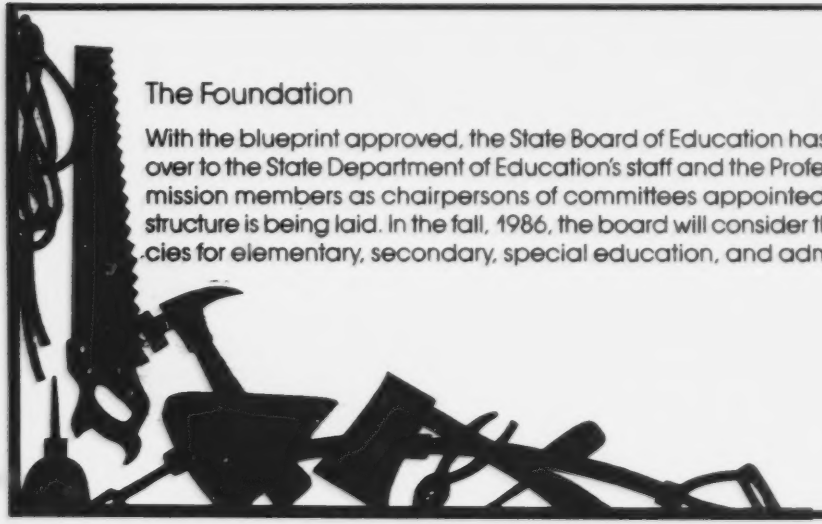
- —Passage of the National Teachers' Examination
- —54 hours in general education as defined in Senate Bill 106.
- —A professional education block which leads to licensure in elementary education OR secondary education OR special education. Within the range of hours, the Professional Standards Commission's committees are defining specific competencies. Each university with an educator preparation program approved by the State Board of Education will include those competencies in the professional education block.
- —A teaching field in a single content area.* Again, specific competencies for the single content area will be defined, included in the universities' curricula, and will form the basis for an endorsement in the content area. Previously, New Mexico had over 160 separate endorsements.

The board directed in May, 1986 that endorsements be consolidated, thus resulting in single endorsements in broad content fields such as language arts, mathematics, science, and social studies. With careful planning and dual counting of courses when appropriate, the requirements for a Level 1 license can culminate in a student's obtaining as many as four endorsements within a standard four-year university program (see appendix C).

*A content area is defined as a subject that is taught to elementary or secondary students.

Each teacher with a Level 1 license is entitled to a structured support system in the school district, and each teacher is required to demonstrate the attainment of the State Board of Education's six generic competencies (see appendix D). Level 1 licenses are issued for a three year period; however, as soon as the local school district superintendent verifies that the teacher has achieved the six competencies, the local superintendent can recommend to the State Board of Education that he/she receive a Level 2 license. All educators must attain the six competencies before the expiration of the three year period to be eligible for continued licensure. Should an educator not achieve Level 2 status, he/she may appeal under an established appeals procedure; however, should the appeal fail, the person will no longer be licensed in New Mexico.

Educators holding Level 2 licenses may elect to remain at that level throughout their careers as long as they continue to maintain the six competencies. Should a teacher seek to move to Level 3, he/she must attain a second stage of competencies adopted by the State Board of Education and must meet any specific Level 3 requirements. The teacher may choose, however, to seek Level 3-A licensure, a track that allows a teacher to remain in the classroom, at least part-time, while serving as an instructional leader within a school or school district. Level 3-B is an administrative, management track and includes the responsibility of administering a school district or program within a district. Levels 3-A and 3-B require a master's degree in an academic area or in education. Some university preparation in educational administration for Level 3-B will be necessary, but the preparation will include defined competencies necessary for administrators to function effectively rather than specific course titles.



The Foundation

With the blueprint approved, the State Board of Education has now turned the construction of the project over to the State Department of Education's staff and the Professional Standards Commission. With Commission members as chairpersons of committees appointed by the board, the foundation for the new structure is being laid. In the fall, 1986, the board will consider the requirements and attendant competencies for elementary, secondary, special education, and administrative licensure.

The Construction Phase

After the foundation is laid, the board will consider in January, 1987 the requirements and competencies for broad endorsements in language arts, mathematics, science, and social studies. Completion of the construction phase is anticipated in June, 1987, when the various endorsement areas will form the edifice for the completed licensure structure.

The Finish Work

The construction having been completed, the board will devote 1987-1988 to applying the finishing touches to the structure. State Department of Education staff will prepare guides for school districts to assist them in preparing professional development plans and will provide training in that area, will assist districts as they provide support and assistance to beginning educators, and will design a system for delivering continuing education to educators.

PROPOSALS SUBMITTED*
BY THE CERTIFICATION TASK FORCES

EDUCATOR PREPARATION TASK FORCE

1. Competencies will be the basis for licensure to teach.
2. Competencies will be the basis for administrative licensure.
3. Teacher preparation will include an "induction" phase.
4. Funding for educator preparation programs should be sufficient.
5. Require an annual evaluation and report of the state teacher preparation plan.
6. Write/select appropriate evaluation instruments for licensure status (replace NTE, PPST, etc.)

CERTIFICATION/ RECIPROCITY TASK FORCE

1. To be certified or endorsed in New Mexico, out-of-state applicants must be graduates of accredited preparation programs.
2. The State Board of Education will establish a program entitled the "Distinguished Scholars Program."
3. The State Board of Education will revise the certification regulations for special education.
4. The State Board of Education will develop broad-based certificates/endorsements which will encourage universities to develop interdisciplinary programs designed to achieve specified competencies.
5. As base for initial certification or endorsement for educators, the SBE will identify competencies.
6. The Certification Unit will course count for in-state and out-of-state candidates who wish to add certificates or endorsements.
7. The State Board of Education will add an endorsement in early childhood that can be attached to the elementary or special education certificates.
8. The State Board of Education will create a review panel that the Board can use to adjudicate situations that do not fall clearly into the certification/endorsement regulations or are unique problems.

9. The State Board of Education will direct SDE staff to consolidate and reduce the number of endorsements.
10. The State Board of Education will establish a one year teaching/administrative permit, renewable once provided the person holding the permit complies with the conditions established by the State Superintendent.
11. The State Board of Education will establish a three year provisional certificate for teachers who meet all requirements for New Mexico certification.
12. The State Board of Education will establish two levels of administrative certification based upon identified competencies. One level will be aimed primarily at instructional support and one at management.

RECERTIFICATION, CONTINUING EDUCATION TASK FORCE

1. Continuing certification, presently referred to as recertification, should be based on an individual's successful completion of a professional development plan related to identified competencies of effective teaching and administration.
2. The State Board of Education should create a program office to coordinate statewide professional development activities presently referred to as in-service activities.
3. The State Board of Education should require for accreditation purposes a comprehensive professional development plan from each public/private education agency.
4. Regional professional development centers should be established through cooperative efforts between the State Board of Education, public/private education agencies, teacher preparation programs (colleges of education), and post-secondary institutions.
5. Increased support for ongoing professional staff development should be allocated.
6. The State Board of Education's adopted teacher and administrator competencies should be expanded and refined for use in continuing education.

*The State Board of Education's Subcommittee on Licensure, chaired by Frederic Comstock, included Catherine Smith, Grady Mayfield, Millie Pogna, and Herbert Walsh.

ALTERNATIVE CERTIFICATION
SMALL SCHOOLS TASK FORCE

1. A one-year provisional certificate will be granted to each new applicant for a certificate if all certification criteria are met. Upon successful completion of teaching experiences and demonstration of predetermined competencies during the provisional year, the local education agency will recommend further certification.
2. The system of endorsements to certificates shall be two-pronged: 1) to provide a "block system" of endorsement which will allow a teacher to teach any course in a predetermined content area; 2) to provide a system of endorsement which will allow a teacher to specialize in a subgroup of the broad content area.
3. A certified, experienced teacher with a minimum of six semester hours in a content area will be allowed to receive an endorsement for a content area by passing a standardized test.
4. An alternative certificate may be granted to a person holding a degree in an area other than education from a regionally accredited college or university and/or exhibiting relevant experience/training who is hired by a district when a qualified certified teacher is not available. The alternative certificate is a substandard certificate.
5. An endorsement will be granted to a certified K-8 or 7-12 teacher to provide remedial education K-12.
6. There shall be two levels of teaching certificates: K-8 and 7-12. Any person with a valid K-8 (elementary) certificate or valid 7-12 (secondary) certificate may teach courses in content areas for which that person's certificate is endorsed at any grade of an approved junior high or middle school.
7. There shall be K-12 administrator certificates for principals.
8. Special Education shall be an area of certification.

PROFESSIONAL STATUS
TASK FORCE

1. The State Board of Education shall direct districts to implement a system and level of remuneration for educators which will be competitive and reflective of the education and experience required.
2. The State Board of Education shall direct the State Department of Education to prepare a promotional program describing the benefits of careers in the field of education in New Mexico in order to recruit candidates into the profession.
3. The State Board of Education shall actively promote a system of benefits which will be competitive and complement actual salary.
4. The State Board of Education shall support professional development activities to enhance wages and the attractiveness of the education profession.
5. The State Board of Education shall direct districts to acquaint students at an early age with the teaching profession and interest them in becoming educators.
6. To attract students into the education profession, financial assistance should be provided for them to acquire the appropriate training.
7. The State Board of Education shall direct the State Department of Education to organize and implement a statewide educator system to assist districts with their employment needs.
8. The State Board of Education should direct each local district to develop and present for approval a career option plan.
9. Educators shall work to establish collegial, rather than hierarchic, relationships among their staffs; they shall respect and encourage educators' professional development.
10. The State Board of Education shall support the establishment of instruction as the number one priority in all classrooms.

LICENSURE SYSTEM FRAMEWORK

NEW MEXICO

STATE DEPARTMENT OF EDUCATION

*Within the hours (ranges) noted above, competencies (skills) shall be prescribed by the State Board of Education, and these competencies (skills) shall be taught within these respective hours (ranges). Institutes of higher education may exceed the licensing requirements within the baccalaureate degree requirements.

LEVEL I - (1-3 YR.)

B.S. or B.A.

General Education
54 Hrs.

Professional Education Block: *

Elementary Education, (30-36 Hours);
or Secondary Education, (24-30 Hours);
or Special Education, (30 Hours)

Teaching Field Block: *
24-36 Hours

Electives
12-24 Hours
(Selection of these additional hours is responsibility of the student.)

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LEVEL II

Mastery of State Board of Education Teaching Competencies

Continued, successful performance of State Board of Education's competencies as determined by Professional Development Plan.

(INSTRUCTIONAL)
LEVEL III-A

Advanced Classroom Instruction and Instructional Leadership.

Master's Degree (instructionally related)

Continued successful performance of State Board of Education's competencies as determined by Professional Development Plans.

(ADMINISTRATION/
MANAGEMENT)

LEVEL III-B

Instructional Leadership

Administrative Apprenticeship

Master's Degree

Administrative Course Work

Continued successful performance of State Board of Education's competencies as determined by Professional Development Plan.

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"POSSIBLE" PLANNED BACHELOR'S DEGREE PROGRAM (B.S. IN EDUCATION) WHICH WOULD MEET THE ELEMENTARY OR SECONDARY LICENSURE REQUIREMENTS UNDER THE STATE BOARD OF EDUCATION'S FRAMEWORK FOR LICENSURE ADOPTED IN MAY, 1986.

Prior to considering the plan below, a definition of "major" and "minor" is necessary. Common to most universities is the definition of a major as 24 hours (18 of which must be in upper division courses); minors are 18 hours (12 of which must be in upper division courses).* The upper division requirement often boosts the major to 30 hours and the minor to 24.

The following plan appears possible under the State Boards' framework assuming that 30 hours is set in the professional education block and 24 hours is the standard for the teaching field (with the teaching field defined as an academic subject area):

General Education (Senate Bill 106) . . . . . 54 hours
Professional Education . . . . . 30 hours . . . . . MAJOR

With Dual Counting of Courses

Endorsement of 24 hr. in *language arts* (dual counted since 12 hours are already required under Gen. Ed.)	12 more hours (upper division)	MINOR
Endorsement of 24 hr. in *science* (dual counted since 12 hours are already required under Gen. Ed.)	12 more hours (upper division)	MINOR
Endorsement of 24 hr. in *social studies* (dual counted since 18 hours are already required under Gen. Ed.)	6 more hours	
	114 Hours Total	

(leaving student 14-18 hours as electives assuming a 128-132 hour degree program.)

NOTE: By taking the 18 elective hours in either math or fine arts, a student could add a fourth endorsement with a total program of approximately 132 hours, depending on additional university requirements such as Physical Education.

*New Mexico State University requires that 9 hours be upper division for the minor.

STATE BOARD OF EDUCATION'S ESSENTIAL TEACHING COMPETENCIES WITH SAMPLE DESCRIPTIONS AND INDICATORS

1. The teacher communicates accurately and effectively in the content area and maintains a professional rapport with students by:
   a. Communicating accurate and up-to-date knowledge of this subject;
   b. Providing accurate oral and written communications compatible with and acceptable in the classroom setting;
   c. Communicating to students the instructional intent or plan at the beginning of a learning experience;
   d. Communicating involvement and interest in the lesson;
   e. Giving clear directions and explanations related to lesson content and procedures;
   f. Communicating clearly, concisely, and in a manner appropriate to the level of the students;
   g. Demonstrating confidence in his/her abilities by knowing what to do and how to do it; and
   h. Modeling and encouraging constructive behavior patterns.

2. The teacher obtains feedback from and communicates with students in a manner which enhances student learning and understanding by:
   a. Assuring the learners recognize the purpose and importance of topics and activities;
   b. Clarifying directions and explanations when students do not understand;
   c. Giving reasonable explanations for actions, directions, and decisions when appropriate;
   d. Encouraging appropriate student-to-student, as well as student-to-teacher interactions;
   e. Reinforcing and encouraging students' own efforts to maintain involvement;
   f. Communicating regularly with students about their needs and progress; and
   g. Providing constructive feedback to students about their behavior.

3. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught by:
   a. Selecting content and a variety of materials and media for lessons which are appropriate to the lessons and the learners;
   b. Using teaching methods, materials, and media which address student learning levels, rates, and styles;
   c. Providing opportunities and materials for students to apply or practice the knowledge and skill learned;
   d. Implementing learning activities in a logical sequence;
   e. Working with individuals, small groups, and large groups as appropriate; and
   f. Providing opportunities for students to work independently.

4. The Teacher encourages the development of student involvement, responsibility, and critical thinking skills by:
   a. Using techniques to arouse student interest;
   b. Using appropriate questioning techniques;
   c. Providing opportunities for the active involvement of students;
   d. Allowing opportunities for student thought, speculation, and creativity;
   e. Using student responses and questions in teaching;
   f. Giving students opportunities to make appropriate choices in and take responsibility for their own learning; and
   g. Providing reteaching, impromptu learning, or other adjustments when necessary.

5. The teacher manages the classroom to ensure the best use of instructional time by:
   a. Handling routine tasks promptly and efficiently;
   b. Minimizing distractions and interruptions;
   c. Having materials, media, etc., ready for student use; and
   d. Handling behavior problems individually when possible.

6. The teacher creates an atmosphere conducive to learning, self-discipline, and development of realistic and positive self-concepts by:
   a. Establishing and stating expectations for behavior utilizing input from students;
   b. Allowing opportunities for students to express personal ideas, needs, and interests;
   c. Being sensitive to the needs and feelings of students;
   d. Acknowledging student achievement; and
   e. Assuring each student some success.

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